U.S. History Quiz
World War II and Containment
Instructor's Version

Answers: Multiple-Choice Questions

1.	**C**	**16.**	**D**
2.	**B**	**17.**	**B**
3.	**E**	**18.**	**D**
4.	**A**	**19.**	**A**
5.	**C**	**20.**	**E**
6.	**D**	**21.**	**E**
7.	**E**	**22.**	**A**
8.	**B**	**23.**	**B**
9.	**A**	**24.**	**D**
10.	**D**	**25.**	**D**
11.	**B**	**26.**	**C**
12.	**C**	**27.**	**E**
13.	**C**	**28.**	**A**
14.	**B**	**29.**	**D**
15.	**E**	**30.**	**A**

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Answers: Free-Response Questions
Students choose to answer one of the following essay questions.

1. **How and why did the United States emerge from World War II as the dominant superpower in the post war world?**

2. **What caused America's transformation from a country dominated by isolationist impulses in 1920 to an interventionist world power by 1950?**

Question 1:
How and why did the United States emerge from World War II as the dominant superpower in the post war world?

Key Points

In their essays, students must argue that the U.S. came out of World War II as the dominant military and economic power in the world.

Students should address the following
- Atomic weapons
- Commanding position in international trade
- The struggles of many nations in Europe and Asia to recover from the effects of the war
- The fact that America emerged fairly unscathed from the devastation of the war
- American capitalism as an economic and cultural force
- The emergence of the Cold War

Below is a list of historical evidence students might include in their essays:

Prior to World War II:
- The U.S. was, in part, an isolationist nation
- The U.S. was recovering from the impact of the Great Depression
- European countries were the dominant powers

After World War II:
- The U.S. was in possession of the Atomic Bomb
- U.S. emerged from the war with strongest military
- The economic infrastructure of the U.S. was at the acme of efficiency producing one-half of the world's goods
- Culturally the U.S. became a dominant force

- The Cold War and post WWII alliances and defense organizations (e.g. NATO) highlighted the role of the U.S.
- European and Asian nations were in the rebuilding state.
- The Truman Doctrine and the Marshall Plan

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Pointers for Instructors

- Make sure students focus on their argument, rather than on a narrative.
- Make sure students use specific evidence to support their arguments.
- Students may make different arguments than those listed above, though excellent essays will address most of the key points and evidence listed here.

Scoring Rubric

This question is worth 40 points. There are five scoring ranges:

36-40 points—Excellent
To score 36-40 points, the student's answer should have a clear thesis that explains the change in the role of the U.S. in the post WWII world and their emergence as a preeminent world power. The quality of the writing should be excellent. The answer must show logical patterns and be clearly organized. The student should include many of the key points from the above list. Answer may contain minor errors.

32-35 points—Very Good
To score 32-35 points, the student's answer must have a thesis that makes an argument about the new role of the U.S. in the post WWII world. The answer must be logically organized, and the student should include many of the specific points from the above list.

28-31 points—Adequate
To score 28-31 points, the student's answer must try to make some argument about the new role of the U.S. in the post WWII world and must include at least some of the points listed above. The thesis may be unclear, and there may be flaws in the argument.

24-27 points—Flawed
To score 24-27 points, the student's answer will demonstrate serious weaknesses. It may have no thesis or argument at all, and it will include few of the points listed above. The answer may show little understanding of the new role of the U.S. in the post WWII world.

20-23 points—Severely Flawed
To score 20-23 points, the student's answer will demonstrate almost no attempt to answer the question, and will include very few, if any, of the points listed above.

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Question 2:
What caused America's transformation from a country dominated by isolationist impulses in 1920 to an interventionist world power by 1950?

Key points

Evidence of isolationism:
- Refused to join the League of Nations after World War I.
- High tariffs on imports during interwar period.
- First Red Scare—concerned about foreign radicals and foreign influence.
- "100 percent Americanism."
- Disarmament efforts include the Five-Power Treaty, Four-Power Treaty, Nine-Power Treaty, and Kellogg-Briand Pact.
- "Good neighbor" policy toward Latin America.
- Neutrality Acts of 1935, 1936, and 1937 impose embargoes on belligerents.
- In 1937, 94% of Americans wanted to stay out of the war.
- Ludlow proposal for a Constitutional Amendment to require a national referendum on any declaration of War.
- Roosevelt campaigned on isolationist program in 1932.

Moving towards interventionism:
- Even in the interwar period, U.S. interests in Asia and Latin America kept the country involved internationally.
- Established diplomatic relations with U.S.S.R. in 1933.
- Japanese bomber sank American ship *Panay* in China in 1937.
- German occupation of Czechoslovakia shifts Roosevelt's position from neutrality to engagement.
- Neutrality Act of 1939 allows allies to purchase supplies on cash-and-carry basis.
- Lend-lease program passed to support Great Britain with ships and arms.
- Attack on Pearl Harbor brings U.S. into the war.

Postwar interventionism
- U.S. emerged from the war with strongest army and economy in the world.
- U.S. had monopoly on nuclear weapons after war.
- U.S. occupied Japan and Germany after the war.
- Truman Doctrine—U.S. had responsibility to intervene against communist insurgencies.
- U.S. a leader in UN and NATO.
- Cold War competition with U.S.S.R., and policy of containing communism.
- Korean War leads U.S. to actual military intervention to contain communism.

<u>Pointers for Instructors</u>

- Make sure students focus on their argument, rather than on a narrative.
- Make sure students use specific evidence to support their arguments.

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Scoring Rubric

This question is worth 40 points. There are five scoring ranges:

36-40 points—Excellent
To score 36-40 points, the student's answer must have a strong, clear thesis and body paragraphs that offer an explanation for the change from isolationism to interventionism during this period. The quality of the writing should be excellent, the answer must show logical patterns, and the student should include many of the major points in the above list (though they may go beyond the list). The organization should be clear. The answer may contain minor errors.

32-35 points—Very Good
To score 32-35 points, the student's answer must have a thesis that makes an argument about the change from isolationism to interventionism during this period. The answer must be logically organized, and the student should include some of the specific points from the above list.

28-31 points—Adequate
To score 28-31 points, the student's answer must try to make some argument and must include at least some of the points listed above. There may be flaws in the thesis argument.

24-27 points—Flawed
To score 24-27 points, the student's answer will demonstrate serious weaknesses. It may have no thesis argument at all, and it will include few of the points listed above. The answer may show little understanding of American foreign policy during the period of the question.

20-23 points—Severely Flawed
To score 20-23 points, the student's answer will demonstrate almost no attempt to answer the question, and will include very few, if any, of the points listed above.

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